

**Great and Little Shelford CE (A) Primary School**  
**CURRICULUM POLICY FOR HISTORY**  
**Ratified - January 2017 Next review – September 2018**

**The importance of History**

History should fire pupils' curiosity about the past in Britain and the wider world. At Great and Little Shelford Primary School we aim to equip our children with the history skills to think critically, weigh evidence, sift arguments, and develop perspective and judgement in order that we provide a high-quality history education. By ensuring that the children are given opportunities to study and gain knowledge of Britain's past and our place in the world, we hope to help them to understand the challenges of our own time.

**Aims**

Our aims are to provide all children with the necessary skills and knowledge to study history as outlined by the National Curriculum for History 2013 which are to ensure that all pupils:

- know and understand the story of these islands: how the British people shaped this nation and how Britain influenced the world
- know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today
- know and understand the broad outlines of European and world history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Implementation**

All teachers are responsible for the planning and teaching of history. All the children are provided with the necessary skills and knowledge for the study of history as outlined in the Programmes of Study in the National Curriculum 2013 for History.

## **Subject content**

### **Foundation Stage**

Children experience and improve their knowledge and understanding of the world, having opportunities to explore through the ages and stages as laid out in the Early Years Curriculum with an emphasis on their personal chronology.

### **Key Stage 1**

In KS1 the children are taught to begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They should understand simple subject-specific vocabulary relating to the passing of time and begin to develop an understanding of the key features of a range of different events and historical periods.

Children should be taught:

- simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'
- the concept of nation and of a nation's history
- concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history
- the lives of significant individuals in Britain's past who have contributed to our nation's achievements – such as Florence Nightingale
- key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year
- significant historical events, people and places in their own locality.

### **Key Stage 2**

Across Key Stage 2, pupils are taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. In addition children are taught about the ancient civilisations of Greece and Egypt, and they also study a local history topic.

Lessons are structured so as to make children aware that history takes many forms, including cultural, economic, military, political, religious and social and also include key dates, events and significant individuals.

Pupils are taught the following chronology of British history sequentially:

- Changes in Britain from the Stone age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

In addition, they are taught:

- A local history study of the Fens
- Developments in Education in Britain from Victorian times to the present day, including the history of Shelford School
- The achievements of the ancient Egyptian civilization

- The achievements of the ancient Greek civilization
- The achievements of the ancient civilization of Maya (Central America) c. AD 900 by way of a contrast with British society
- The Norman Conquest including life in castles at that time

### **Time allocation and organisation of teaching**

History teaching is project based and is either timetabled weekly or blocked together in units throughout the school. This enables teachers to adopt a more flexible approach to the teaching of history, allowing opportunities for field work and for outside visitors.

### **Information and Communication Technology**

This is used as a support to history teaching when and where appropriate.

### **Equal Opportunities**

At Great and Little Shelford CE (A) Primary School we ensure equal access for both boys and girls in all aspects of history teaching. Equal value and consideration will be given to history from all cultures studied; from men and from women and from all levels of society.

### **Assessment and Recording Assessment**

End of unit assessments are made by the teacher. These assessments are discussed and evaluated periodically with the class teacher or history co-ordinator. Continuous informal assessment also takes place within all Key Stages.

### **Resources**

Resources for topics are stored in the individual classrooms where those topics are taught and in the library. Additional materials are kept in a central location within the school. There is a varied selection of resources for Foundation, Key Stage 1 and Key Stage 2, including books, posters, costumes and a small selection of artefacts.

The history co-ordinator is responsible for ordering resources.